**Student Learning Objective (SLO) Template**

**Principals**

**SY 20\_\_ - SY 20\_\_**

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| **Basic Information** | |
| **Principal Name:** Click here to enter text. | **Principal’s School/Program:** Click here to enter text. |
| **Grade Level(s) in Principal’s Building/Program:** Click here to enter text. | **Grade Level(s) Covered in Principal’s SLO (if different):** Click here to enter text. |
| **SLO Type:**  *(Choose One)*  Principal and building/program-specific results (scores and ratings will be based on the growth of students in the principal’s building/program in the current school year)  District- or BOCES-wide results (scores and ratings will be based on the growth of all students across buildings/programs in an LEA who take the applicable assessments in the current school year)  District- or BOCES-wide group or team results (scores and ratings for a group or team of principals will be based on the growth of students in the group/team of principals’ buildings/programs in an LEA in the current school year) | **SLO Approach:**  *(Choose One)*  All Students *(covers all students in a principal’s building or across a principal’s LEA)*  Specific Course(s)/Grade level(s) (c*overs a subset of students enrolled in a principal’s building or across an LEA – e.g., all 3rd, 4th, and 5th grade students in a K-5 building or across an LEA)*  Sub-group (c*overs a sub-group of students enrolled in a principal’s building or across an LEA – e.g., all ELL students)* |

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| **Required Elements of an SLO** | |
| 1. **Student Population**   Provide a detailed description of the student population ***included in this SLO***. Information could include, but is not limited to, the following: the number of students in the applicable course(s)/grade level(s), student characteristics (e.g., IEPs, SWD, gifted and talented, English language learner [ELL] status, etc.), and a description of academic supports provided to students (e.g., extended time, any classroom supports that students receive to help them access the curriculum).  Click here to enter text. | |
| 1. **Learning Content**   Considering the course(s)/subject(s) included in the principal and building/program-specific or district or BOCES-wide measure, what is being taught over the instructional period covered? Identify the content standard(s) and indicators that align to the SLO.  Click here to enter text. | |
| 1. **SLO Interval of Instruction**   *Choose One*  Year SY 20\_\_ - SY 20\_\_  Other | *Days of Instruction (select all that apply):*  M  Tu  W  Th  F  Additional information (if applicable): Click here to enter text.  If *Other*, provide rationale:  Rationale: Click here to enter text. |
| 1. **Evidence**   Which State-administered, -developed, or- approved assessment(s) will be used to measure student growth?  Click here to enter text. | |
| 1. **Baseline**    1. In consultation with the educators responsible for the applicable course(s)/grade(s) included in this SLO, describe which data will be used to measure student learning at the beginning of the interval of instruction including why the selected baseline data is a good predictor of student growth by the end of the year. This can include, but is not limited to: historical data, local trend data, formative assessment data, student self-assessment data and/or pre-assessment data.   Click here to enter text.   * 1. In consultation with the educators responsible for the applicable course(s)/grade(s) included in this SLO and considering all available baseline data, identify the starting level of students at the beginning of the interval of instruction. List the baseline information below or on an attached spreadsheet (can be combined with the Target information, below).   Click here to enter text. | |
| 1. **Target**   What is the expected outcome by the end of the instructional period? (All targets must include a minimum of one year of expected academic growth as determined locally consistent with Department Guidance)   1. Choose One   Differentiated *(each student has their own growth target. E.g., Each student on the roster has been given an individualized target that reflects a minimum of one year’s expected growth based on a review of the available baseline data.”)*  Tiered *(students within certain baseline data tiers have correlated growth targets. E.g., “Students with baseline scores of below 55 are expected to score 2 or better; students with baseline scores of 56-70 are expected to score 3 or better; students with baseline scores of 71 and above are expected to score 4.”)*  Targeted (*Sub-group(s) of students are the focus of the SLO goal. E.g., “All students who entered the classroom reading below grade level are expected to move up at least two reading levels.”)*  Whole course/grade level growth target (E.g., *“All students are expected to meet the minimum rigor expectation of proficiency [or other target].”)*   1. How does the chosen target setting model best reflect the learning goals that are set for all students?   Click here to enter text.   1. In consultation with the educators responsible for the applicable course(s)/grade(s) included in this SLO and considering all available data, identify the targets the students are expected to reach by the end of the SLO interval on the selected form of assessment. List the growth target information below or on an attached spreadsheet. If differentiated targets are selected, please ensure that all students included in the SLO have a target listed.   Click here to enter text. | |
| 1. **State-determined HEDI Criteria**   LEAs must use the State-determined scoring ranges to determine final scores and HEDI ratings. These percentages reflect the percent of students who met the targets.   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **HIGHLY EFFECTIVE** | | | **EFFECTIVE** | | | **DEVEL-OPING** | | **INEFFECTIVE** | | | | | | | | | | | | | | 20 | 19 | 18 | 17 | 16 | 15 | 14 | 13 | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 | | 97-100% | 93-96% | 90-92% | 85-89% | 80-84% | 75-79% | 67-74% | 60-66% | 55-59% | 49-54% | 44-48% | 39-43% | 34-38% | 29-33% | 25-28% | 21-24% | 17-20% | 13-16% | 9-12% | 5-8% | 0-4% | | |

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| 1. **Rationale**   Describe the reasoning behind the choices regarding the elements of the SLO. How does your instructional leadership contribute to the growth of the students taking the selected assessments? What resources and/or supports will you prioritize for students and/or educators to help ensure that students will meet their growth targets? How will the principal and building/program-specific or district or BOCES-wide results inform your leadership practice and help to prepare students for future growth and development in subsequent courses/grades, as well as college and career readiness?  Click here to enter text. |

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| **Additional Questions to Help Inform Leadership Practice** |
| **Instructional Leadership Strategies**  Describe the best instructional leadership practices you will use to oversee the teaching and learning of content related to this principal and building/program-specific or district or BOCES-wide SLO. Include how you will support differentiated instruction based on data. What interventions will be used if more assistance is needed during the teaching and learning process?  Click here to enter text. |
| **Reflection**   * 1. **Percentage of Students Who Met Growth Targets**   Select the percentage of student who met their growth targets from the dropdown list. The HEDI Score and Rating will auto-populate based on the State-determined scoring ranges.     * 1. **Reflection on Data**      1. How does the data inform your instructional leadership practice, goal setting, or your professional development for next year?   Click here to enter text.   * + 1. How will your efforts contribute to overall LEA goals?   Click here to enter text.   * + 1. What is something that worked well and you will continue to do, and something that you would like to do differently next year?   Click here to enter text. |